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## Information Outlook May/June 2012

Special Libraries Association

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# information outlook

THE MAGAZINE OF THE SPECIAL LIBRARIES ASSOCIATION



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# Educating for Success

**SLA offers local, regional and national educational programs to help ensure that information professionals have the knowledge and skills they need to succeed.**

BY BRENT MAI, SLA PRESIDENT



The education of those in our profession—ensuring that we have the knowledge, skill sets and experience needed to perform required duties—is an issue on which there has never been complete agreement, either inside or outside the academic arena. The educational requirements for working in special libraries, as broadly defined as the term “special libraries” can be, are as varied as the membership of SLA. This educational ambiguity is one of the reasons there isn’t an educational criterion for membership in our organization.

As a professional association, SLA has stepped up to resolve this ambiguity by providing the professional education that we need. SLA’s chapters and divisions offer continuing education programs for members, and the asso-

ciation has adopted new technologies to provide learning opportunities for SLA members. Click University, for example, was developed as a platform through which knowledge is shared throughout the year.

In March, it was my privilege to attend educational programs offered by two of SLA’s non-North American chapters. One, the Arabian Gulf Chapter, held its 18th Annual Conference and Exhibition in the Kingdom of Bahrain. This three-day conference has become the largest venue in the Persian Gulf region for the exchange of ideas among information professionals, with this year’s event drawing more than 400 participants from across the Middle East as well as countries in Asia, Africa, Europe, and North America. Attendees discussed



**A workshop attendee asks a question at the SLA Arabian Gulf Chapter's Annual Conference and Exhibition.**

a range of topics related to the theme of “Current Trends of the Information Society within the Arab Environment,” while in the packed Exhibition Hall, vendors from around the world showcased their latest products and services designed to support SLA members and ensure their success.

The Arabian Gulf Chapter’s Annual Conference was followed by the Library and Information Professionals Summit, held in Delhi, India. This two-day event, a collaborative endeavor sponsored by SLA’s Asian Chapter, the Society for



**Conference attendees exchange ideas at the Library and Information Professionals Summit in Delhi.**



Information Professionals, the Institute for Economic Growth, and Ambedkar University, featured presentations of more than 60 contributed papers related to the theme of "Leadership, Ethics, Accountability, and Professionalism in Library Science." (While in Delhi, I also had the pleasure of delivering the annual guest lecture on the topic of "The Library in the Cloud" to DELNET, an organization promoting resource sharing among libraries.)

The conferences in Bahrain and India brought together regional SLA groups to share knowledge about current trends in our profession. In July, the division-sponsored sessions and continuing education courses offered at SLA 2012 in Chicago will challenge you to become more innovative, inspired, and equipped for success in today's information industry.

Pre-conference courses in change management, executive communication, financial analysis, digital repository creation, contract management, developing social media channels, maximizing taxonomies to create organizational ontologies, and measuring our impact on the organization are among the many continuing education opportunities being offered in Chicago to enhance your personal contributions to organizational success. Meanwhile, individual conference sessions will delve into topics critical to career success, such as the role that information ethics played in the Wikileaks scandal, data mapping, cross-cultural competitive intelligence, the museum's role in improving civic literacy and global awareness, and illustrating the return on investment of information professionals.

When you combine these courses and sessions with the inspirational anecdotes of entrepreneur and venture capitalist Guy Kawasaki, you've got an experience that simply must not be missed if you truly want to remain relevant to your organization. But don't wait—sign up now to take advantage of the array of amazing learning opportunities being offered at SLA 2012 in Chicago. I look forward to seeing you there! **SLA**



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## UNIT FINANCES • PHOTO CONTEST

### Slides, Audio of Leadership Webinars Available on Web

SLA chapter and division leaders who could not attend the 20 April Webinar, "Understanding Unit Finances," can access the audio recording of the presentation as well as slides and questions and answers from the chat session. These materials are in the Leadership Center on SLA's Website and can be found at [www.sla.org/content/resources/leadcenter/leadtrain/leadershipwebinars.cfm](http://www.sla.org/content/resources/leadcenter/leadtrain/leadershipwebinars.cfm).

The Webinar explains what unit leaders need to know about budgeting, reserves, reporting requirements and deadlines, strategies for raising money, and charging fees for events. It is presented by SLA's treasurer, Dan Trefethen.

The audio recording and slides from "Resources for Leaders," which aired on 5 April, are also available in

the Leadership Center. That Webinar offered a guided tour of resources on the SLA Website and of the association's membership database. It was presented by Linda Broussard, SLA's chief financial officer, and Paula Diaz, SLA's membership director.

Registration is open for several upcoming Webinars, including "Strategies for Attracting New Members" (14 June) and "Partnering for Program Content" (18 October). To see a complete listing of upcoming Webinars and take advantage of other tools and benefits, go to SLA's home page and click on Resources ➔ Leadership Center.

### SLA, Dow Jones Launch 'Agile' Photo Contest

SLA has teamed up with Dow Jones to launch a photo contest that promotes and celebrates professional agility, with the winning contestant receiving

US\$ 1,000 and a free year of SLA membership.

The Agile Professional "Snap & Win" Contest is open through 11 June. To enter, submit a photo of yourself being professionally agile, adaptive and flexible. For example, the photo could depict you filling a non-traditional role at work, leading a seminar, or teaching colleagues how to use the latest feature of a search tool.

After taking the photo, use any editing tools you like (e.g., Instagram), or scan a Polaroid and upload it directly to SLA's Facebook page. Judges will select finalists from among the entrants, and SLA members will vote on the finalists beginning 14 June.

The winner will be announced on 2 July. The winning photo will be shared at the SLA 2012 Welcome Reception on 15 July. **SLA**

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—John T Sheridan, Professor of Optical Engineering, University College Dublin, Ireland

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A close-up portrait of a young woman with long, straight brown hair, looking slightly off-camera with a soft smile. She is wearing a light-colored, possibly white, collared shirt. The background is a blurred cityscape with tall buildings.

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## CONTENT PREFERENCES • WEB VS. APPS • PHYSICAL MATERIALS

### Faculty Prefer Printed Books, as Do Students

Most college faculty prefer printed resources to their electronic counterparts, and their preference is reflected by their students, according to a recent study by an industry trade group.

The study, “Faculty Attitudes toward Content in Higher Education,” found that only 12 percent of faculty favor electronic materials over printed resources, but those who have used e-textbooks are highly likely (90 percent) to do so again. Faculty who have not yet adopted e-texts cite ease of bookmarking, higher levels of engagement, preference for the look and feel of print, and students’ lack of viewing devices as their primary reasons for preferring print.

The study also found that more than three-quarters of faculty prefer to use materials with which they already have experience, so they postpone adopting new editions until necessary. Most advise students on where to find required course materials at low prices, but few believe that bookstores are doing the same.

The study was conducted by the Book Industry Study Group, a trade association that develops policies and standards for U.S. book manufacturers, in conjunction with Bowker, a provider of bibliographic information and management solutions for publishers, booksellers and libraries. For more information, visit [www.bisg.org](http://www.bisg.org).

### Apps on Rise, but Web Still Rules, Experts Say

Although nearly two-thirds of U.S. adults connect to the World Wide Web using a smartphone, tablet computer, or laptop computer—devices for which mobile applications (apps) often provide a simpler and easier online experience—most Internet experts and stakeholders think the Web will continue to be the environment of choice for work, play, communication, and content creation in the decade ahead.

The Pew Research Center’s Internet

& American Life Project joined with Elon University’s Imagining the Internet Center to develop two visions of digital life in the year 2020. They then asked a group of more than 1,000 technology stakeholders and critics to choose between the two visions and elaborate on their choice. One vision depicted a future in which apps have overtaken the Web as the preferred medium for information and entertainment; the other foresaw the Web continuing to thrive and maintaining its status as the favored online environment.

The visions were written to encourage feedback, and many survey participants said the true outcome would contain elements of both scenarios, so the responses do not reflect clear-cut attitudes or preferences. Nonetheless, a sizable majority of respondents (59 percent) agreed with this scenario:

*In 2020, the World Wide Web is stronger than ever in users’ lives. The open Web continues to thrive and grow as a vibrant place where most people do most of their work, play, communication, and content creation. Apps accessed through iPads, Kindles, Nooks, smartphones, Droid devices, and their progeny ... will be useful as specialized options for a finite number of information and entertainment functions. There will be a widespread belief that, compared to apps, the Web is more important and useful and is the dominant factor in people’s lives.*

Slightly more than one-third of respondents agreed with this vision:

*In 2020, most people will prefer to use specific applications (apps) accessible by Internet connection to accomplish most online work, play, communication, and content creation. The ease of use and perceived security and quality-assurance characteristics of apps will be seen as superior when compared with the open Web. Most industry innovation and activity will be devoted to apps development and*

*updates, and use of apps will occupy the majority of technology users’ time. There will be a widespread belief that the World Wide Web is less important and useful than in the past and apps are the dominant factor in people’s lives.*

“[This] is in part a debate about the future of the personal computer vs. smaller, portable mobile devices,” the authors noted. “It is also central to the debate about the environment in which people gather and share information.”

If the Web continues to dominate the online marketplace, it will be no small feat. Cisco estimates that by 2016 there will be 10 billion mobile Internet devices in use globally—about 1.4 devices for every person on the planet—and smartphone traffic will grow to 50 times the size it is today. Earlier this year, Apple announced that 25 billion apps had been downloaded; Google’s Android Market, meanwhile, recorded its 10 billionth download in December 2011, and users have been downloading apps at a rate of 1 billion a month.

For more information about the survey, visit [www.pewinternet.org](http://www.pewinternet.org) and click on the “Research” link. The survey report is titled “The Future of Apps and Web.”

### New Practice Addresses Physical Delivery of Materials

Even as electronic books and journals and other digital resources become increasingly popular, inter-library borrowing and its associated costs are on the rise as well, prompting the National Information Standards Organization (NISO) to publish a new recommended practice addressing the physical delivery of materials.

The practice, Physical Delivery of Library Resources (NISO RP-12-2012), focuses on three major areas: the physical move, automation, and the management of physical delivery. Individual chapters touch on topics such as recordkeeping, packaging and labeling,

## • HARVARD SUBSCRIPTIONS

contracting with delivery services, and delivery logistics.

Various studies have shown that inter-library borrowing volume increased more than 40 percent between 2000 and 2006, that the average academic library spends nearly \$7,000 annually for delivery services, and that some library systems have reported moving as many as 15 million items each year. The NISO practice aims to make delivery as efficient and inexpensive as possible by addressing both the lending and the borrowing libraries' activities related to delivering and returning a physical item.

Physical Delivery of Library Resources is available for free download at [www.niso.org/publications/rp/rp-12-2012.pdf](http://www.niso.org/publications/rp/rp-12-2012.pdf).

### Faculty Council Urges Harvard to Embrace Open Access

A group of faculty members from several disciplines at Harvard University submitted an open letter on 17 April calling for the school to take steps to lessen its dependence on costly periodical subscriptions that they say "cannot be sustained."

The letter, issued by the Harvard Faculty Advisory Council on the Library, noted that the library faces an "untenable situation" caused by rising prices for journal subscriptions, especially those from two publishers (which the letter did not identify) that have increased their prices by nearly 150 percent over the past six years.

"It is untenable for contracts with at least two major providers to continue on the basis identical with past agreements," the council stated in its letter. "Costs are now prohibitive. Moreover, some providers bundle many journals as one subscription, with major, high-use journals bundled in with journals consulted far less frequently."

The council called on faculty to consider taking the following steps to alleviate the situation:

- Submit their research papers to DASH, Harvard's institutional repository, in accordance with open-access policies;
- Submit their articles to open-access journals or to those that have "reasonable, sustainable" subscription costs;
- Urge professional associations to assume control of scholarly literature in their field or place it under the control of library-friendly organizations; and
- Consider resigning from the editorial boards of journals if the content cannot be published as open access material or by publishers that engage in library-friendly practices.

The council also urged the library to take three steps, as follows:

- Sign contracts that unbundle subscriptions and concentrate on those that offer higher-use journals;
- Move subscriptions to a sustainable pay-per-use system; and
- Insist on contracts in which the subscription terms can be made public.

To read the letter, go to <http://isites.harvard.edu/icb/icb.do?keyword=k77982&tabgroupid=icb.tabgroup143448>.

#### SLA

# information outlook

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# Integrating Librarians into Organizations

FOREWORD BY STUART HALES

In March 2008, the Special Libraries Association announced that it had awarded a US\$ 25,000 research grant to fund a study proposed by David Shumaker, clinical associate professor in the School of Library and Information Science at Catholic University, and Mary Talley, a consultant with Axelroth & Associates in Silver Spring, Maryland. The goal of the proposed study was to develop an evidence-based model for the successful initiation, implementation, and evaluation of embedded library services.

Over the next 18 months, Shumaker and Talley used the grant money to collect data about the practices followed by model embedded programs in initiating, operating, and evaluating their services. They synthesized those data to develop an evidence-based set of recommended practices to be applied to all sectors of the library profession.

The two researchers published a final report on their study in June 2009. In their report, they noted that the concept of information professionals leaving the physical library and integrating with other units and teams was not new:

“As early as the 1970s, medical librarians began to join interdisciplinary health care rounds, along with pharmacists, social workers, and other professionals, to augment the expertise of M.D.’s and deliver improved medical care. (Cimpl 1985) More recently, academic librarians, encouraged in

part by the ubiquity of digital information resources and the expansion of distance education programs, have developed new programs to take their instructional services out of the library and into the classroom—whether physical or virtual. These programs have often gone by the name of ‘embedded library instruction.’ (See, for example, Ferrer-Vinent and Carello 2008) While less prominent in the literature, initiatives to embed librarians and library services have also been reported in research institutes and other organizations.”

In this issue of *Information Outlook*, Shumaker, together with research assistant Alison Makins, summarizes the most recent phase of the project. Their article briefly describes how the work was performed, presents its findings, and offers five “bottom line” recommendations for success. (A more detailed report, *Models of Embedded Librarianship Final Report 2011 Addendum*, can be found on SLA’s Website.)

Also in this issue, Shelly Naylor, senior medical information specialist at Baxter Healthcare, discusses how the tendency of organizations to decentralize their structures during turbulent times (as in the current economic crisis) has helped eliminate barriers to integration and enabled many information professionals to better understand and respond to their clients’ information needs.

For additional perspectives on the benefits of integrating librarians into organizations, take a look at the following excerpts from articles about the human resources, information technology and knowledge management fields.

**“Increasingly, human resource** management activities performed by managers and employees throughout an organization are vital to competitive performance. Just as information management, quality improvement, financial management, and other functions are becoming diffused throughout an organization, so is the management of human resources. It’s becoming everyone’s job to build an organization that learns quickly, adapts rapidly to change, is staffed appropriately, and performs effectively. The spirit of this integration is represented at General Electric, where ‘Every effort of every man and woman in the company is focused on satisfying customers’ needs. Internal functions begin to blur. Customer service? It’s not somebody’s job. It’s everybody’s job.’” (General Electric 1990)

James W. Walker  
“*Integrating the Human Resources Function with the Business*”  
Human Resource Planning  
Vol. 17  
1994

**“I think the reactive model of waiting for someone to call is beginning to**





change. We need to do things more proactively in terms of understanding where the business is coming from and where the next challenge will be. We need to work side-by-side with the business to solve their problems.

"In a traditional model, IT only becomes involved when business has a problem they need to solve. IT goes in and does interviews, comes up with requirements and comes back with a cost estimate. On a day-to-day basis, if they are working with them more closely, they understand some of the nuances so you don't always have to have formal meetings. IT might realize

they can solve a lot of the pain points through workflow automation or a process tweak. Not everything becomes a major project; you have more minor enhancements and updates to processes.

*Ann All*  
*"CIO Conversations: American*  
*Railcar Industries' Lee Anderson on*  
*'Embedding' IT in Business Units"*  
IT Business Edge  
3 May 2011

**"Unlike the 'silo' model, in highly**  
productive organizations, workers at  
all levels not only know how to do their

own work, they also know how their work affects other workers and other functional groups in the organization. Knowledge about how work gets done flows easily from where it originates to where it needs to be. Knowledge serves to unite the organization and propel it toward achieving its goals."

*"Knowledge Integration: The Secret*  
*to Efficient, Agile, Highly Productive*  
*Organizations"*  
White Paper  
Comprose Inc.  
2006

# Lessons from Successful Embedded Librarians

THE MOST RECENT PHASE OF AN SLA-FUNDED RESEARCH PROJECT ON EMBEDDED LIBRARIANSHIP OFFERS SOME NEW INSIGHTS AND FIVE 'BOTTOM LINE' RECOMMENDATIONS FOR SUCCESS.

BY DAVID SHUMAKER, MLS, AND ALISON MAKINS

Several key characteristics distinguish embedded librarians from librarians who provide traditional library and information services. Embedded librarians form strong working relationships with specific teams of information users. As they gain deep knowledge of the team's work, they become partners in the work of the group. They are able to take on new roles, share responsibility for the achievement of team goals, and deliver essential contributions that enable the team to achieve its objectives.

Embedded librarians exemplify the "future ready" positioning that SLA is encouraging information professionals to adopt. Since 2008, SLA has been funding an embedded librarianship

research project to study this new wave in the profession. The project's goals are to—

- Define criteria of "embeddedness" for library and information service programs;
- Define indicators of success and identify successful (model) programs;
- Collect data about the practices followed by model programs in initiating, operating, and evaluating their services; and
- Develop recommendations for other librarians who are seeking to implement embedded services.

Earlier project findings have been reported in a June 2009 "Final Report," several *Information Outlook* articles, and elsewhere (see the bibliography at the end of the article for complete citations). This article summarizes the most recent phase of the project. It briefly describes how the work was performed, presents its findings, and offers five "bottom line" recommendations for success. A more detailed report, *Models of Embedded Librarianship Final Report 2011 Addendum*, can be found on SLA's Website.

## Research Methodology

In this phase of the research, the aim was to gain greater insight into



**DAVID SHUMAKER** is a clinical associate professor in the School of Library and Information Science (SLIS) at the Catholic University of America. **ALISON MAKINS** is a student in the MSLS program at the university.



the practices of selected embedded librarianship programs that have been successful over a substantial period of time. Six organizations were selected for study. All had operated their embedded programs for five years or more, and all had seen demand for their work grow over time.

Of the six programs, three were in institutions of higher education—one in a community college system, one in a for-profit university, and the third in a medium-sized research university. The other three were in a mixture of settings—a not-for-profit corporation, a large international law firm, and a large, for-profit multinational corporation.

Site visits were made to all six programs during June 2011. Each visit included semi-structured interviews with embedded librarians, library and information services managers, information users, and senior managers. (In one visit, an unexpected schedule conflict precluded meeting with an information user group senior manager.) Interviews were recorded and summarized.

## The Findings: Four Themes

While conducting the interviews and analyzing the recordings and notes, we focused on four themes that had been identified by earlier research as potentially important success factors. The research goal was to understand these themes in more depth and look for patterns of consistent practices. The four themes were as follows:

- **Nature of the librarians' contributions:** What is the nature of the work performed by embedded librarians?
- **Communication and promotion:** How do members of the organization learn that librarians are available to work with them?
- **Evaluation:** How is the work of embedded librarians evaluated?
- **Management advocacy:** How do library managers, information user group managers, and senior organizational leaders support the embedded model?

The results were mixed. In some areas, the six organizations shared similar practices and approaches, but in others, local circumstances clearly dictated their behavior. Following are the highlights of our findings.

**Nature of the librarians' contributions.** The most obvious pattern we found was that the librarians at all three academic institutions are focused on information literacy instruction. For the most part, they are teaching information literacy to students in individual courses, although classroom instruction is being supplanted to a great degree by online courseware and self-paced tutorials. Nonetheless, the main thrust of the work was essentially the same.

At the non-academic sites, however, the librarians were engaged in a variety of ever-changing tasks. At the law firm, for example, an embedded librarian discontinued a highly valued information management task after a vendor began providing a service that could replace it. At the not-for-profit corporation, the embedded librarian (aided by library management) introduced automated tools to streamline a news-alerting function the librarian had been managing. These two librarians did not fear replacing their own work with outsourced services (when appropriate) and turning their attention to other tasks.

A majority of the embedded librarians' engagements were tactical rather than strategic in nature. The librarians were embedded within their user groups as a means of solving a specific problem or complication, not as part of a concerted effort to enhance the overall level of service at the site. That's not to say, however, that these librarians aren't moving toward a more strategic form of engagement.

For example, we found that, following the success of their initial, ad hoc programs, the embedded librarians at all three academic institutions started playing a strategic role in curriculum development. They began to make calculated decisions about defining information literacy learning goals, focusing information literacy instruction on key courses, and employing new

instructional methods. At the law firm, librarians had already been embedded in teams for some time, and they have begun an important new engagement in a strategic firm-wide initiative.

### Communication and promotion.

There was little or no uniformity in the methods used to communicate and promote embedded librarianship in the different organizations we studied. In the academic environments, communication and promotion depended heavily on word of mouth and outreach through multiple channels to faculty. For example, at one site, the librarians mined library requests and reached out to professors teaching courses that generated heavy reference traffic. At another site, librarians sent e-mail messages to all faculty members at the beginning of each term, informing the faculty of the librarians' availability and services.

The sites in the corporate sector also lacked formal communication strategies for their embedded librarian programs. The tactics they used included advertising on the corporate intranet and promoting the librarians' capabilities at managers' meetings. At two sites, the librarians identified potential user groups and then reached out to those groups, identifying the areas with which an embedded librarian could help. All of the sites, however, found repeat business to be the best promotional tool.

**Evaluation.** Evaluation proved to be the most varied and complicated aspect at all of the sites. Evaluation requires determining an accurate and feasible method of evaluation, after which that method has to be implemented, which generally involves the cooperation of the librarians and library users (and often management as well).

In the academic environments, emphasis was clearly shifting away from anecdotal feedback from faculty and students and toward incorporating a more formal assessment of student progress into information literacy learning objectives. Generally, some form of faculty and student satisfaction survey was in use—performance evaluations from the faculty and course evaluations from the students—but all three institu-



tions were either developing or already using tools (such as pre- and post-tests and citation analysis) to measure the effect of the librarians' services on the information literacy of the students.

In the corporate settings, the clearest indicator of success at all three sites was continued demand from user groups. Two of the three sites charged user groups for their embedded librarians; in these organizations, willingness to pay was a key indicator of success. Unlike the academic sites, the corporate sites were not focused on developing any sort of prescribed evaluation procedures. Information user involvement in librarian performance evaluations was not common, nor were any other formal evaluation methods.

**Management engagement.** All of the embedded librarian programs benefited from advocacy by senior or middle management and library management. In the academic institutions and the law firm, senior management support was a key factor, as was library management's participation in senior-level councils and meetings. At two of the corporate sites, library management has established procedures to contact information user group management regularly to ensure that the embedded librarians' objectives are mutually understood.

Another important aspect of advocacy is active support from the embedded librarians' own management. A potential drawback of embedded librarianship is that the librarian can become isolated from other librarians and the library organization. At the sites we visited, this drawback was addressed in different ways.

At one corporate site, the library has established "clusters" of staff to facilitate collaboration and knowledge sharing among embedded and non-embedded librarians. These clusters operate by embedding an information professional within the user group and then incorporating additional librarians into a "cluster" of people who support that information professional and user group. A side benefit of this arrangement is that the librarians in the cluster

increase their knowledge of the subject area and the needs of the user group.

Two more ways that library management can advocate for embedded librarians is by meeting with library staff regularly to address concerns and by deploying or otherwise using all librarians on staff so that the library continues to receive the funding it needs to accomplish its goals.

## Five Recommendations

From our research, we developed five recommendations for librarians who are seeking to implement embedded services.

*Start ad hoc if you must, but work toward strategic engagement.* Often, the first use of embedded librarianship in an organization is opportunistic—it comes about because of an interest on the part of a single faculty member or team manager and a librarian. If this tactic succeeds, it's important to start thinking strategically about where and how embedded librarians can best contribute.

*Deliver the highly professional, value-added work your colleagues need, whatever that may be.* Information needs vary. In higher education, librarians have focused almost exclusively on embedding information literacy instruction into the curriculum (though we believe they should explore other opportunities as well). In the corporate and for-profit sector, librarians are delivering a mix of information and knowledge management services along with research and analysis. The common threads are high competence, high customization, and high value.

*Use referrals and repeat engagements, and adjust your communications to the environment you're in.* The best promotional tactics are likely to be driven by your local circumstances. Understand how people in your organization communicate, and do what they do.

*In the academic sector, move toward formal evaluation against learning goals. In the corporate sector, consider emphasizing management coordination*

*and communication rather than formalized evaluation.* Right now, higher education is making a major push toward outcomes evaluation. A focus on outcomes such as return on investment (ROI) has long been the hallmark of the private sector, but increasing use of the balanced scorecard and other approaches is softening the purely quantitative approach of the past. Whatever the prevailing approach to evaluation in your environment, get on board with it.

*Library management has to lead actively across multiple dimensions.* As embedded librarians demonstrate their value, library managers must take the lead in developing a strategic approach, engaging with senior management, coordinating with their peers across the organization, and supporting the librarians in these roles.

Lee Rainie of the Pew Center for the Internet in American Life has called embedded librarianship "a model for the future of reference expertise." We agree. This research project and a substantial body of literature indicate that as the demand for traditional library reference services declines, new opportunities open up for librarians to make important contributions to their organizations. Success, however, is not guaranteed. Only by exerting strong and astute leadership will librarians benefit from the opportunities afforded them in the new information economy. **SLA**

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# Organizational Structure Can Enlarge Your Role

INFORMATION SPECIALISTS WHO REFUSE TO DEFINE THEMSELVES IN RELATION TO A PHYSICAL LIBRARY WILL FIND MYRIAD OPPORTUNITIES TO CUSTOMIZE THEIR RESPONSE TO CLIENTS' INFORMATION NEEDS.

BY SHELLY NAYLOR, MLS

**Silo. 1: a trench, pit, or especially a tall cylinder (as of wood or concrete) usually sealed to exclude air and used for making and storing silage; a: a deep bin for storing material (Free Merriam-Webster Online Dictionary 2012)**

**N**early 20 years ago, "The Cybrarian's Manifesto" explained how to decentralize a vertically structured organization to meet customers' information needs in the Information Age. The manifesto posited that "[librarians] are the last centralists, adepts of an organizational model that sees the 'library' as an institution which is centrally located" (Bauwens 1993). This conventional approach to organizational structure made the customer

come to the librarian for information, an approach that is unsustainable in contemporary society.

Two recent commentaries on the future of libraries underscore the fact that information professionals still face barriers that marginalize, or "silo," them and prevent them from integrating into the broader organization. The more fatalistic of the two commentaries, *The academic library autopsy report, 2050*, presents an extended metaphor of the library's death due to multiple conditions, including a lack of professional identity resulting from "(l)ibraries and librarians [being] subsumed by information-technology departments" (Sullivan 2011). In "The fragmentation death of the information professions," posted in July 2010 on the LinkedIn page of the Chartered Institute of Library and

Information Professionals, Mark Field sounded yet another death knell, stating that the information professions "are highly networked but poorly integrated" and thus "lack influence in government policy-making and traction in business" (Field 2010).

The lack of integration, identity and significance lamented in both commentaries is characteristic of a "siloed" profession. Both commentaries are clearly negative in tone, and their messages are essentially identical: the information profession must be revitalized before it is too late. In fact, no such revitalization is necessary—the library and information science (LIS) profession is in the midst of a resurgence, and the foundation of this resurgence is the use of organizational structures to eliminate barriers to effective integration.

**SHELLY NAYLOR**, a senior medical information specialist at Baxter Healthcare, recently rejoined the library community after working as a writer for the medical device industry. In her new role, she will be embedded within a therapeutic division of Baxter, providing information management services as well as writing and editorial support. She can be contacted at [shelly\\_naylor@baxter.com](mailto:shelly_naylor@baxter.com).



## Hierarchy vs. Decentralization

The ability of information professionals to effectively manage the information continuum within their organization depends in part on whether their organization is hierarchical or decentralized. In hierarchical organizations, services are centralized and information management decisions are filtered through administrative layers. This top-down approach to structural organization can hinder access to, and diffusion of, information within the broader company.

In their article on embedded librarianship, Kesselman and Watstein (2009) questioned “whether the hierarchical organization structures that define many of our libraries are flexible enough to support new roles and responsibilities.” A hierarchical organization, by definition, is inflexible and slow to react to environmental change. Alternatively, a decentralized organization minimizes layers of management in favor of integrating staff within the broader company.

Particularly in turbulent environments, it is not uncommon for parent organizations to decentralize departmental units so they adapt better to change (Liao, Chuang and To 2011). In addition, knowledge management (KM) literature has shown that decentralization is positively associated with social interaction among employees and their networks,

which enhances the sharing and use of information (Chen and Huang 2007; Bartol and Srivastava 2002; Koskinen, Pihlanto and Vanharanta 2003).

From an LIS perspective, hierarchical structures separate staff both physically and mentally and discourage their broader integration into the company. Mentally siloed employees identify strongly with their particular department and the goals of that department. As a result, they frequently fail to see the big picture and take a myopic view of their role that stymies the achievement of strategic priorities.

The isolating effect of a hierarchical structure can also hinder successful communication. Information professionals who do not regularly interact with their customers may lack the insight needed to provide effective service to them. Customers may eventually perceive the information professional to be ineffectual, even though unfamiliarity with the customers’ objectives, not a lack of skill or aptitude, is the underlying cause of the poor service.

## Redefining Space and Function

Information professionals who are integrated into their broader organization can more easily understand and respond to their clients’ information needs. Many information professionals,

however, are reluctant to define themselves apart from their library. Judith Seiss, a seasoned solo librarian and retired president of Information Bridges International, recently published her readers’ responses to the following statement: “I can see a future without physical libraries, but with librarians embedded within the units of the organization.” Of the 62 substantive and relevant replies to this statement, 33 (53 percent) expressed agreement or reported similar behaviors, while 20 (32 percent) disagreed or expressed serious reservations and 9 (14 percent) reported mixed emotions (Seiss 2010).

Riley-Huff and Rholes, whose 2009 research qualitatively assessed technology-related skills, availability, and acquisitions within libraries, asked library administrators if they thought it was necessary to have a degreed librarian fill a heavily “user-centric” technology-related role. Half of the respondents (N=110) said “yes,” 38 percent said “no,” and 12 percent were “unsure” (Riley-Huff and Rholes 2012).

Both surveys indicate that information professionals have mixed attitudes toward cross-functional integration. Overall, roughly half of the respondents to the two surveys were supportive of cross-functional integration, but almost as many still need convincing that a future without walls does not mean a future without jobs.

Proof can be found in the fact that many information professionals have been working outside a centralized information organization for years. In 2007, Shumaker and Tyler conducted a survey and literature review of the practices of embedded librarianship. The survey revealed that most embedded librarians were considered permanent employees—two-thirds of respondents had been functioning as embedded librarians for at least 3 years, and one-fourth had been doing so for at least 10 years. In addition, the LIS literature includes many case studies of information professionals providing decentralized services or working in decentralized organizations (Moore 2006; Freiburger and Kramer 2009;

## WHAT DO YOU THINK ABOUT DECENTRALIZING THE CENTRAL LIBRARY?

### Join the virtual conversations:

- Blogs
  - The Embedded Librarian: Exploring New, Embedded Roles for Librarians in Organizations of All Types
  - The Ubiquitous Librarian: In the pursuit of user-sensitive librarianship
- LinkedIn
  - Future Ready Begins Today
  - CILIP
- Portals and KM
- Lists
  - Electronic lists
  - SLA lists
  - ALA mailing list service
  - Library lists on WebJunction



Trimble 2010; Bauwens 1993).

In follow-up analyses, Shumaker and Talley identified several factors associated with successful embedded librarians, including marketing and promotional activities, value-added services, evaluation, communication, and management support (Shumaker and Talley 2010; Shumaker 2011). Similar themes of successful integration are echoed in case studies of embedded services, the majority of which assess LIS professionals who extended their roles beyond the walls of a centralized library and customized their skills to meet clients' information needs.

These and other analyses and case studies confirm that the concept of "space" relative to function has been dramatically redefined. Initially, information professionals migrated their collections from physical to virtual stacks; now, information professionals are moving out of the library altogether and taking their services with them.

## Order Out of Chaos

Outside the physical confines of the library, information services programs are taking different forms. Shumaker and Tyler's literature review (2007) showed that many embedded librarians regularly work without a central library—51 percent of embedded corporate/for-profit librarians did so, as did 65 percent of embedded government librarians—and commonly are paid and managed by their customers. Trimble (2010), meanwhile, showed how the adoption of a "cluster model" improved the quality of information services at the Mitre Corporation.

After participating in a quality assessment survey (LibQUAL), Mitre's Information Services Department learned that customers wanted better access to information tools and perceived information professionals as lacking technical and project knowledge. Impelled to change, the department developed "clusters" (cross-center teams) that reflected technology areas within Mitre's research and business operations. These teams were

more capable of meeting customers' demands and expectations by providing customized tools and resources.

The Mitre experience is just one of many examples showing how organizations can better meet their information needs by decentralizing their structures. For some information professionals, the prospect of delivering services outside a central location may appear to put their professional identity at risk; for others, integration into the broader organization has allowed them to do what librarians do best—create order out of chaos.

While change is not without its growing pains, identifying models of best practice will prepare information professionals to better succeed in today's information environment. If information professionals can envision a role that extends beyond the physical walls of a traditional library, our profession will likely enjoy a full recovery rather than become fodder for an obituary. **SLA**

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# Social Business Intelligence for Libraries

SEARCHING UNSTRUCTURED DATA, ANALYZING SENTIMENT, AND MODERATING COMMENTARY ARE CRUCIAL TO HELPING ORGANIZATIONS GET THE MOST OUT OF THE GROWING VOLUME OF SOCIAL DATA.

BY FERNANDO GUERRERO AND PACO GONZALES, M.S.

Our company, SolidQ, has developed a series of solutions to enable our customers to get the most out of social data. The main purpose of this article is to introduce different techniques and solutions we have developed for social data analysis. Some of the techniques may be helpful to libraries, while others may just add some case study information. Social data is a fast-moving scenario and therefore demands a continuous research solution.

The volume of social data available to individuals and organizations is huge. At any given time, a continuous flow of data is evaluating, commenting about, or rating any given service, product or piece of information. Facebook walls, blogs, message boards, tweets, and video Websites are important commu-

nication channels for these data.

There was a time when people's opinions were only reflected by journalists through television, newspapers, radio, and other traditional media. Nowadays, no thought or fact escapes social judgment. From government decisions to teenagers' fashion trends, nearly all ideas, decision, laws, products, and events generate a social discussion.

There are different ways to benefit from social data. For example, organizations can analyze social data to understand what their customers think about them and improve their products and services. Every single move organizations make will be exposed to a complete review, both in internal and external social networks, so they need to continuously analyze social data to be prepared to respond appropriately.

## Analyzing Sentiment

Sentiment analysis enables organizations to analyze and understand people's feelings and sentiments about a product, service or event. It can be applied to tweets, e-mails, forums, Facebook walls, blogs, comments, and even social votes.

Sentiment analysis extracts information from data related to the item, event, or activity. Libraries can use sentiment analysis to understand what users are saying about books or articles. They can analyze events or services to understand customer needs and evaluate customer satisfaction.

For example, many libraries are interacting more frequently with faculty members in the educational process. One form of interaction is at online campuses, where students can perform activities and learn from online library



**FERNANDO GUERRERO** is global CEO of SolidQ, a provider of advanced consulting, mentoring and education solutions for the Microsoft data, business intelligence, collaboration, and development platforms. A civil engineer and former lecturer on surveying and photogrammetry, he has worked on technology projects in Indonesia, Morocco, Bolivia, Ecuador, the United Kingdom, and the United States. **PACO GONZALES** works in the integration and business intelligence fields at SolidQ and is combining his work with his doctoral thesis on analyzing social data. He has presented several Webcasts for Microsoft on BizTalk and SQL servers and is an active speaker in local user groups.





## Once a library provides a place for social discussions, it needs some way of performing automatic moderation to keep social content clean.

resources. Social media play an interesting role in this process, and sentiment analysis can help libraries analyze users' interactions, tones and feelings.

The key point here is not to evaluate a book or article—it is to evaluate and improve the *process* of interacting with books and documents. Users can comment on exercises, activities or supporting materials, thereby contributing to the flow of social data as part of their learning process. Using sentiment analysis, the library can detect problems and find ways to improve in the future.

What sentiment analysis provides is a way to extract sentiments from comments. It analyzes the comments and provides a summary with aggregations (e.g., “The movie was fabulous” = 80 percent). This example does not reveal that 80 percent of the commenters wrote, “The movie was fabulous”; what it reveals is that 80 percent of the commenters liked the movie, though they may have used different words, like *film* instead of *movie* or *amazing* instead of *fabulous*. Sentiment analysis explores social comments about your organization to help you identify trending topics, opinions or reviews.

Prior to the availability of sentiment analysis techniques, customer needs and satisfaction levels were analyzed using suggestion or feedback boxes that were processed by humans, with a high cost and added ambiguity. Nowadays, the human process would be prohibitively expensive due to the volume of comments to be analyzed. Automated sentiment analysis, on the other hand, performs a continuous review of what is going on in your internal social networks as well as in external networks.

Within a library, basic analytics would probably describe resource usage across different dimensions. A typical dashboard would include reports about percentages of e-resources and/or physical resources, media type, categories, type of publication, and so on. Sentiment analysis provides extra information, not only about resource usage but also about users and their opinions. The information gathered can provide valuable information for making decisions about new services or events.

### Moderating Social Data

Any organization that publishes users' comments on Web pages or social networks should perform some form of moderation. Consider the following: many academic libraries are encouraging faculty members and students to use online library resources in the learning process. Social data plays a key role in this process—new learning methodologies are encouraging students to learn while contributing to the flow of social data. Universities and libraries are also encouraging users to post comments, or any type of social data, on library Web pages or external walls.

At the end of the day, all of these comments must comply with library rules. Once a library provides a place for social discussions, it needs some way of performing automatic moderation to keep social content clean.

Moderation could be performed by library staff, faculty members or “power users” when the number of comments is low, but the process can become very expensive given the level of interaction in many social networks. Our firm, SolidQ, performs this task by assigning

a “risk level” to each post, thereby allowing human moderation efforts to focus only on the highest-risk posts.

SolidQ's solution for moderation analyzes each user against the past history of the system, populating more than 100 attributes. Some of these attributes are (1) number of fails by user, (2) number of fails at the thread topic, and (3) number of fails the day of the post. In this way, the system identifies several patterns for each user, such as the following:

- Posts at 2:00 a.m. are more risky than at 2:00 p.m.;
- A certain user may be risky in a sports topic, but safe in a science topic;
- A post that arrives to a risky thread is more risky than one that arrives to a safe thread; and
- Different users may pose different risks, depending on the hour of posting.

Using all of the patterns populated by data mining, a risk level is assigned to each post. The risk level determines whether the post is published or sent to the moderator's queue.

Risk thresholds may differ, depending on the audience or content. For example, posts arriving at a children's forum may be moderated to a lower risk level than posts arriving at a music forum. This way, libraries can easily decide how much risk they want to tolerate in each social forum or category.

Moderating social comments on organizations' Web pages is a hot topic. Several legal issues have arisen in regard to inappropriate content published by users on organizations' Web pages. Having “clean” social comments is a key to success in the social era.

### Searching Unstructured Data

A library user may know exactly what content he or she wants to find. In order to find the content, the user queries a search engine. The query may be trivial, like searching for the name of a book or newspaper, but in some cases

the query might require exploring several documents to gather the required information.

Popular search engines like Google provide different solutions for searching. Some of these solutions are specific to schools or libraries, so organizations must sometimes build custom search engines for specific needs. Building a search tool is hard. It must store massive amounts of data, some of which (audio and video resources come to mind) may be unstructured. A search engine must also populate keywords or other attributes for searches.

The popular Apache Hadoop technology is a data storage and analysis platform. Hadoop is based on Google's file system and map/reduce system to store and process large amounts of data, and it is widely used by organizations to analyze unstructured data. Hadoop provides a production platform to store, analyze and explore data of any type.

Hadoop provides a scalable and powerful platform for building search engines. Using Hadoop to build a custom search engine makes sense when there is a demand for specific searches that are not addressed by out-of-the-box search solutions.

Let's say a library has an audio collection that stores science classroom recordings. A user may be looking for classes that contain information about linear regressions and are taught by professor Michael Smith. This type of query is not common. A Hadoop solution would address this problem by using an algorithm that identifies the professor's voice and keywords. The output of the search would be a collection of audio files containing the exact time the professor covers the topic in each specific recording.

This is just one example of different search engines that could be created to find unstructured content like audio files, images, videos, or documents. Other examples may be related to law collections, music collections, and so on. Information is power, but it is not useful if it cannot be searched and explored easily.

## Helping Organizations Perform Better

Business intelligence is helping organizations perform better and take advantage of the information contained in social data. In this article, we have addressed three topics related to data mining and intelligent algorithms. The first topic was sentiment analysis, wherein the main focus is to understand what people are saying about products, services or events. Sentiment analysis is becoming more and more important nowadays as marketing research focuses on understanding users by analyzing the feedback they provide through social networks.

The second topic we addressed was social data moderation. Moderating work cannot be performed by humans only, as the number of comments on social networks has increased tremendously in the last few years. There are also peak times when there is no way an organization could have enough moderators available to process all of the data in the queue.

Data mining provides a mechanism for identifying patterns in social data, thereby allowing organizations to assign only the most risky posts to be moderated by people, thus saving and optimizing precious human resources. Moderation is fundamental to meeting legal requirements and providing a clean social discussion.

The third topic we addressed was searching for data. Search is an amazing science that is being rediscovered every couple of years. Today we have great out-of-the-box search engines that provide excellent results, but they may not work for specific types of searches or content. Building a custom search engine tailored to media content or specific categories can help provide excellent services to users. **SLA**

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# 10 Questions: Bethan Ruddock

JUST FOUR YEARS INTO HER CAREER, BETHAN RUDDOCK IS CONVINCED SHE'LL SPEND THE REST OF IT TRYING TO GIVE BACK TO THE INFORMATION PROFESSION.

BY STUART HALES

**F**or most people, the path to professional success and recognition follows a tried-and-true formula. Start at the bottom rung and gradually work your way up the corporate ladder. In mid-career, join the board of your professional association and speak at industry meetings. As you approach retirement, accept awards and gain recognition for your many accomplishments and years of service. After retiring, write a book about your experiences and the lessons you learned.

That path typically takes about 30 or 40 years to traverse. Bethan Ruddock, on the other hand, has already traveled far down that path in just four years—though, to be fair, she took a few twists and turns along the way.

For example, she started garnering honors at the *beginning* of her career rather than waiting until it was nearly over. She serves on the board of directors of the SLA Europe Chapter, and she writes a blog. Later this year, a book she's been writing and editing, *The New Professional's Toolkit*, will be released by Facet Publishing.

*Information Outlook* spoke to Bethan in mid-April, as preparations for the SLA 2012 Annual Conference—which Bethan expects to attend—were gathering momentum.

**You recently edited a book for beginning librarians, *The New Professional's Toolkit*, which will be published later this year. What inspired you to take on this project, and what lessons did you learn from the experience?**

What happened was that I was contacted by Facet Publishing about potentially writing something for them. We batted a few ideas around, and when they suggested a toolkit for new professionals, I jumped at it. It's something that's quite close to my heart. The start of a new career is an important time, when you need perhaps a bit more reassurance and support than you do when you're further along in your career.

That's why I wrote it, and that's what I want new professionals to get out of it—not just practical advice, but a feeling that they really can do the job even if they're feeling a bit at sea at the moment. I also want them to know that they're not alone, that there are plenty

of support networks and places where they can find support.

What did I learn from this? First, that I lean pretty heavily on my own support network and that this wouldn't have been possible without them. Also, there's a U.K. librarian I know named Andy Priestner who recently co-wrote and co-edited a book, and he blogs about it. I've found his blog posts very interesting. One of the things he said is that editing a book is not the easy option, and I totally agree with that.

I wrote about 50 percent of the text for *The New Professional's Toolkit*, and the rest has come from, I think, 54 contributors who are in a variety of roles and a variety of countries and a variety of career stages. And it's been wonderful. It wouldn't be the book it is without them—it would hardly be a book, quite frankly. But finding and managing that many people for that type of project was a bit of a strain. I found it quite difficult, especially when I had to send things



**STUART HALES** is senior writer/editor at SLA and editor of *Information Outlook*.



back to people and say, “Look, I’ve messed with your work in this way, but please, is it okay if I change this?”

I’ve also learned a lot about planning and managing a large project. This is the biggest project I’ve ever done on my own, and it’s made me feel that nothing is unachievable. There were days when I thought the book would never happen, but you keep plugging on and you do a little bit every day, and somehow it just happens. It’s remarkable what you can achieve when you tackle it just one small step at a time.

**Do you read many books yourself, and are they typically for work or pleasure?**

Yes, all the time. I’m a voracious reader—it’s my main hobby. I average probably about a book a day. It’s what I do, really.

I read mostly for pleasure. Of course, I read the stuff I need to read to keep on top of my professional development, but when I’m reading off the clock, it’s pretty much all for pleasure, and mainly fiction. I read very little non-fiction.

**You won an Early Career Award in 2009 and were named an SLA Rising Star in 2010. Are there drawbacks to being honored so early in your career—for example, do you feel you’ll have to take on big projects and climb the corporate ladder throughout your career because you were labeled an up-and-comer when you were young?**

There is definitely a weight of expectation—I have to admit that I feel some pressure to continue to shine. In a way, it’s like a magician who starts his show by sawing a lady in half. Everyone’s really impressed, but what do you do next to top that?

I’ve been graduated for four years, and it’s fairly early to have been honored in this way. But while there is some pressure to keep achieving, what I notice more is a feeling of being indebted to the profession. To be given awards and recognition and chances to do amazing, exciting projects this early in my career is wonderful—it’s a huge boost to me professionally and person-

**My ambition, in a way, lies not in personal success but in helping develop the profession and the people in it so we can better serve our communities.**



ally and for my confidence. There’s also the practical advantage of being allowed to go to SLA conferences and things like that. But I kind of feel that no matter how much I do for the profession, it’s going to take me years to repay all of this.

So, while I don’t really feel any pressure to climb the corporate ladder, I do feel the need, the *desire*, to keep giving back to the profession. I’ve found the profession as a whole and the people in it to be so welcoming, so encouraging, and so generous with their time and their support that I want to give back as much as I’ve been given. My ambition, in a way, lies not in personal success but in helping develop the profession and the people in it so we can better serve our communities.

**Speaking of giving back to the profes-**

**sion, you’re on the board of directors of the SLA Europe Chapter, which seems to have created a lot of “buzz” lately—podcasts with industry leaders, an active blog, and now celebrations for the chapter’s 40th anniversary. What kind of “chapter experience” (for lack of a better term) do you think will appeal to today’s librarians, who can use social media to make connections and build networks?**

Because our chapter is so geographically diverse and dispersed, we’re having to think of ways to make the chapter experience feel just as valuable to people even when they don’t get face-to-face exposure to the other members. We run a lot of physical events that are fantastic for networking and professional development, but they’re usually held in London. I can’t justify traveling about 200 miles to London for an event, so what are chapter members in Paris or Berlin or Rome supposed to do? They can’t travel to London for a single event.

Our Digital Communications Committee and our Public Relations Committee have been doing some fantastic work around building new online interactions. We’re starting to look as well at putting some other pieces online—learning events like Webinars that we can offer people.

We’re also using social media tools like podcasts and blogs and Twitter to communicate with people, but it can seem a little daunting, especially if you’re fairly new to the profession, to essentially be told, “Well, you should get on Twitter and LinkedIn and start connecting with everyone.” You might feel a bit lost, a bit uncertain—you don’t know where to start or whom you should talk to or how to get involved. Having a chapter as a foundation of people you know, people who are already a pre-defined network for you, is really valuable. It’s a really good basis for finding a professional constant.

**Like the Europe Chapter, you have a blog, as do many other librarians. Why did you create one, and what differentiates yours from the others? What are**

I have no idea where I want to be except that I want it to be somewhere interesting.



Bethan and Lisa Jeskins, a colleague at Mimas, take a break from their daily routine.

#### you bringing to the discussion?

At the moment, unreliability in posting. *[Laughs]* I'm way behind in my posting—everything else took over, including the book, and my priorities got slightly skewed.

I started the blog because, quite frankly, everyone else was doing it. It was one of those times when peer pressure can move you in a positive way. I was doing CILIP chartership at the time, which is a professional recognition qualification, and it involves a lot of reflective writing and a lot of thinking about what you've learned. I decided that blogging would be a really good way to do that reflective writing, because theoretically it would force me to post on a regular basis and it would mean that other people could learn from what I was learning—my reflections would benefit

other people as well.

So that's where it started, and it's still a very reflective blog, a very personal blog. I write occasionally about very practical things like project management techniques, but generally the content is more introspective, more personal. I have no idea why people read it, but they do, and it's lovely.

#### When you aren't blogging and editing books, how do you keep busy? Describe your current job and tell us what attracted you to it.

Oh yes, my job. It occasionally seems to get lost in all of the other professional stuff that I do, but I love my job and it's very important to me.

My job title is content development officer, library and archival services, Mimas, the University of Manchester.

It's a bit of a mouthful when you put it all together. Mimas is a national data center in the U.K., which means we handle a lot of data produced by the U.K. government and also other public bodies, such as the World Bank and IMF. We deal with census data, geospatial data, socioeconomic data, learning object data, and library and archival data, which is where I come in.

I work for a couple of services—Copac, which is a merged online catalog of the holdings of more than 60 U.K. national, specialist and academic libraries, and the Archives Hub, which is also a search portal but for archival material. We hold descriptions of archives from more than 200 U.K. institutions—libraries, museums, art galleries, and all sorts of other stuff.

As content development officer, my role involves scoping the U.K. library and archive landscape. I look for new contributors, liaise with them, talk to them, and make arrangements. When their data comes in, I get my hands dirty with it, checking to make sure it meets certain standards.

So I work with large volumes of data on a regular basis, and I get involved with lots of projects. We did a linked data project last year, so I got to learn all about linked data. I still feel like an impostor when I talk about it, but I *have* worked on it, and I definitely know some stuff about it. *[Laughs]*

I'm working on a project at the moment with one of the archival management systems software providers to make it easier for people to contribute to the archives. We're all about openness and getting data out there and making it easier for researchers and educators to find the information they need. We're all about connecting people with data.

#### What kinds of skills and experience do you want to acquire over the next 5-10 years, and why?

I'm glad you asked about skills and experience and not where I want to be in 5 to 10 years, because I have no idea where I want to be except that I want it to be somewhere interesting. My career



Bethan Ruddock (second from right) is flanked by fellow 2009 SLA Europe Chapter Early Career Achievement Award winners (from left) Sara Batts, Annie Parsons, and Laura Woods. Behind them is an actor portraying SLA founder John Cotton Dana.

plan is *not* to have a career plan. I like to stay flexible and take advantage of interesting and exciting opportunities as they come up.

Skills-wise, I'm always looking for something new to learn. I've been doing coding with Code Year from Codecademy. I'm getting behind on it—I'm several weeks behind—but I'm really enjoying it. It's useful in some ways for my current job—being able to understand programming a bit more—but it also holds the key for anything I want to do in the future. I think programming skills for librarians are really important.

On a slightly more personal note, I'd like to learn to speak Italian. It's always been on my list. I've got basic tourist-level Italian down, but I'd like to get it past the point where I say "Buon giorno" to someone and they say, "Ah, good morning, miss." I'd like to get through at least a couple of sentences in Italian before they switch to English on me!

**Career coaches say that workers should have an "elevator speech" they can use to market themselves to potential employers. What's yours?**

The perfectly honest answer to that question is that my elevator speech usually consists of 15 seconds of me

stammering before I blurt out something trite and clichéd along the lines of, "I love learning and helping other people learn." It's accurate, but it doesn't say that much about me.

If I'm trying to explain what I do to someone who doesn't know what I do, I generally say that I connect people with the information they need and help them find it themselves in the future. I think that's at the heart of what we do as a profession, and I'm not sure I can say it any better than that.

**Your book contains advice for new librarians. What one piece of advice would you give a student graduating from library school this year?**

I would tell them to believe in themselves and believe in the profession. There's no doubt that it's a tough time to be starting out in any profession, and librarianship has come under a lot of pressure that has squeezed jobs. But there is hope. You're starting out, not just in a profession but a *noble* profession, one where you truly believe your skills are meant to be used for the benefit of society and you won't give up the fight to prove the value of those skills.

So your career path might not look like you expected it to; you might not end up working with books or even directly with users. But embrace the

unexpected and use the fantastic information skills and learning skills you have to make the most of what you encounter.

**How would you describe your persona as a librarian, and why have you cultivated that persona?**

I do have a persona, and I think it's actually very close to who I really am. I think it's me, with the worst taken out—the doubts, the moans, the impatience, and the occasional panics—I don't do that in public! But other than that, I think it's fairly true to me.

What I would really like to be seen as, and I hope I've succeeded in this, is three things—capable, reliable, and friendly. And if I had to pick just one of those, I think friendly is the one I would go for. That's really what's most important to me—not what I can do, but what I can give and how people feel about interacting with me. I don't really care about being thought a star; it's nice, but that's not why I'm here. What I want is to be the one you can depend on to get things done, and someone you don't feel worried about asking to do things. **SLA**



# Copyright Law: A Refresher

Copyright law is complex, but an understanding of its basic principles can help information professionals identify and address copyright challenges they face.

BY LESLEY ELLEN HARRIS

I have been writing this column since 2005 about domestic and international copyright and licensing issues, and still I find continuing myths and misinformation about copyright law that must be addressed. For this issue, I am providing a refresher on copyright law. Use this primer to get reacquainted with copyright principles and better understand copyright information that you come across.

## Defining Copyright

Copyright is, literally, the “right to copy.” Copyright comprises a bundle of rights, including the right to reproduce (for example, photocopy, photograph, or scan into a computer), perform in public (e.g., at a concert), publish in print or in electronic format (e.g., on the Internet), publicly display, adapt (as a book into a movie script), translate, publicly communicate, and broadcast. It is only the owner of the copyright who may do these things or authorize others to do so.

Copyright is one of the five traditional areas of intellectual property (IP) law, the others being patents, trademarks, industrial designs, and confidential information/trade secrets. Each type of IP protects a different kind of creation

or a different aspect of a creation, and each has its own rules of protection.

Copyright law protects many different elements in the cultural, information, content, and technology industries. It protects literary, artistic, dramatic, and musical works, as well as sound recordings, videos, and films; it also protects such diverse things as interoffice memorandums, printed and electronic books, images, translations, Website content, sculptures, and films. However, it does not protect *ideas*; it protects only the *embodiments* of ideas.

In at least 165 countries, including Canada and the United States, copyright protection is automatic upon the creation of a work (i.e., once the work is in some sort of tangible form). This means that no registration or deposit with a government copyright office is required in order to obtain copyright protection. There are, however, voluntary government registration systems wherein copyright owners can register their works, thereby gaining entitlement to certain benefits, notably protection in case of copyright infringement of their works. Similarly, copyright registration allows owners to use the copyright symbol (©), which, while not mandatory in many countries, serves as a good

reminder to the public that copyright exists in a work.

The duration of copyright is determined by the copyright statute in each country. In Canada, the general duration of copyright is life plus 50 (it lasts for 50 years after the author’s death); in the United States, it is life plus 70. Specific works and circumstances may result in deviations from these general rules of copyright duration. Once copyright in a work has expired, that work is said to be in the public domain.

## Ownership of a Work

Generally, the first owner of copyright in a work is its author. An author is usually the person who first fixes a work—that is, puts it in a tangible form, such as in writing or stored in a digital format.

Copyright protection gives authors exclusive use of their works and protects the paternity and integrity (i.e., the *moral rights*) of the author. *Neighboring rights* protect the rights of performers (for example, actors and musicians), record producers, and broadcasters. Neighboring rights are akin to copyright, but are distinct from it.

The owner of the copyright in a work may license (grant temporary permission) or assign (grant permanent permission) to others the right to use or own that work. When giving such permission, the copyright owner may grant the full bundle of rights that comprise the work’s copyright, or only some of those rights. The fee for the use of a copyright-protected work, and the nature of the rights that are granted,



**LESLEY ELLEN HARRIS** is a copyright lawyer who consults on legal, business and strategic issues. She is editor of a newsletter, *The Copyright & New Media Law Newsletter*, which is available at [www.copyrightlaws.com](http://www.copyrightlaws.com). She also teaches SLA’s Certificate in Copyright Management program and maintains a blog on copyright questions and answers. The second edition of her book, *Licensing Digital Content: A Practical Guide for Librarians*, was published last year.

are usually matters to be negotiated between the copyright owner and the user of the right(s).

### Exceptions in the Law

Copyright law provides for certain instances in which the user of a copyright-protected work does not have to obtain permission or pay for that use. Many copyright statutes contain specific exceptions for certain personal and educational uses as well as for library and archives uses (often for purposes of preservation and interlibrary loan). In addition, the U.S. Copyright Act contains a fair use provision (which includes making multiple copies for classroom use), and the copyright laws of many Commonwealth countries have a fair dealing provision. These provisions are defenses in the law for uses of copyright-protected works that would otherwise be considered infringements

of copyright.

While there is no single international copyright law, the citizens of many countries are afforded copyright protection in countries other than their own based on what is known as the principle of national treatment. For example, each of the 146 countries belonging to the Berne Convention (the leading international copyright treaty) automatically provides citizens from other member countries with, at a minimum, the same copyright protections it provides its own citizens.

### Continue Your Exploration

As even this simple primer makes clear, copyright law is a complicated area. I encourage you to refer to the copyright laws in your country to learn more about how copyright affects you and your clients. **SLA**

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# The Changing Conference Experience

Even those who attend conferences are finding that much of the action takes place virtually. With the right apps, you can enhance your conference experience.

BY STEPHEN ABRAM, MLS

Conferences can be exciting and transformational experiences. I should know, since I attend more than 100 annually. I know that I'll always end up with new ideas, more contacts for my networks (even friends), and new knowledge and insights.

With SLA's 2012 Annual Conference and INFO-EXPO coming up in July in wonderful Chicago, I thought this might be a good opportunity to share some of my conference strategies. (I won't repeat what I've written in the past, since you can look it up on my blog, [www.stephenslighthouse.com/2006/05/30/conference-tips/](http://www.stephenslighthouse.com/2006/05/30/conference-tips/).) A group of SLA Fellows and members helped me create this list of tips, and it has withstood the test of time since we first started collecting advice for newbies and seasoned attendees alike. But, my, how things have changed!

It used to be that 99 percent of the conference experience was tightly tied to physical attendance. That's rarely the case anymore. I attend many conferences virtually now, and those I attend physically I enhance by following the tweets, Facebook comments, Foursquare check-ins, and more. This year I've missed a few desirable confer-

ences like SxSW and O'Reilly's ToC, but I caught their drift by following the conference Twitter hashtag and key attendees. It wasn't perfect, but it was next best thing to being there.

## Apps for Library Conferences

So, how has the virtual world changed the conference experience? At this point, it's all about the apps. Elyssa Kroski, a fellow info pro and blogger, recently shared a post of her favorite apps for enhancing the conference experience. Personally, I find that playing with interesting or new apps at a conference often results in me using them for work-related purposes later. Here are Elyssa's eight apps, plus one from me and a link to her original post ([oedb.org/blogs/ilibrarian/2012/8-essential-apps-for-library-conferences/](http://oedb.org/blogs/ilibrarian/2012/8-essential-apps-for-library-conferences/)).

**Foursquare.** Check in at the event so your friends know you're there and where you are. I've even been able to connect with people I might have missed at the airport or at Starbucks just by checking in! It's also fun to compete with colleagues to become mayor of the conference or of local venues like the lobby bar. See who else is there, leave tips for other conference attend-

ees, see their tips, and network by using this mobile social app.

**Unsocial.** Ever been in a hotel or convention center and wondered where your friends and colleagues are? This app lets you connect with the ones who are in your immediate proximity. This is a great use of geo-location and smart tagging.

**beamME pro.** beamME finds interesting people nearby based on your profile (this is what happens when dating apps enter the professional sphere). You can find people, chat, choose to share your actual location or contact information, and meet from within the app. You can also connect it to your Facebook and Twitter friends and see who in your network is at the conference.

**Facebook.** You already have a network of your professional friends and colleagues on Facebook. No need to build it out for a new app—just check out what your fellow attendees are saying, sharing, photographing, and more.

**Bump.** Suppose you agree to meet someone for dinner or coffee and you don't have their cellphone number to call them if plans change. After you've done a quick download, all you need to do is "bump" your smartphones together and you now have each other's contact info. Magic, and such a time saver!

**Ustream Live Broadcaster.** A lot of conferences stream several sessions and even the keynotes live, so you don't need to miss the fun if you're not at the event. You can stream live video from the presentation to your Ustream

**STEPHEN ABRAM** is a past president of SLA and is vice president of strategic partnerships and markets for Gale Cengage Learning. He is an SLA Fellow and the past president of the Ontario Library Association and the Canadian Library Association. In June 2003 he was awarded SLA's John Cotton Dana Award; in 2009 he received the ALIP Roger Summit Award. He is the author of a book, *Out Front with Stephen Abram* and a blog, *Stephen's Lighthouse*. This column contains Stephen's personal perspectives and does not necessarily represent the opinions or positions of Gale Cengage Learning. Stephen would love to hear from you at [stephen.abram@gmail.com](mailto:stephen.abram@gmail.com).





account from your phone, and you can notify your Twitter and Facebook social networks when you start your broadcast so they can join you.

**Shhmooze.** Shhmooze lets you check into conferences, tweet-ups, or meet-up events and find out who might be interesting to you based on their profile.

**Free Wifi Finder.** This is the holy grail of budget-conscious librarians at conferences. This handy app uses your iPhone's GPS and network triangulation capabilities to instantly locate free Wi-Fi Internet hotspots. Be the one in the know!

To Elyssa's great list of apps, I'm adding a few more.

**What'sApp.** If you pay for texts or you're out of the service zone for your calling/texting plan, use this free app to text your chosen contacts at no cost. Just download it and add your friends who you know will be at the conference with you. I can also see this as a useful app for your fellow committee or board members.

**Boopsie.** Many library conferences are using this app to allow you to have the entire, up-to-date version of the conference program and your personal session list on your phone. It lightens your bag for sure.

**TweetDeck.** I use TweetDeck on my iPhone. I can keep up with my friends and direct messages, but more importantly, I can add a column and follow the conference hashtag(s) that interest me. I can also tweet from it and add the hashtag to my app, so I don't need to type it. There are a lot of Twitter apps, so you may have another favorite.

## Making the Most of Conferences

Enough of lists—here's some advice. Check out the app store that supports your smartphone or tablet and get the apps *before* you leave for the conference. You never know when you're going to want to play. If you're planning to use a tablet, keep in mind that you can load iPhone apps onto an iPad. They're smaller, but still useful if there's not an iPad version yet.

Now, how should we behave at

the conference and afterward to truly get value for our money and time? Connie Malamed recently posted 10 recommended activities on her blog, *The Learning Circuits*. Following are the highlights of her post, available at [learningcircuits.blogspot.com/2012/02/10-ways-to-bring-conference-back-to.html](http://learningcircuits.blogspot.com/2012/02/10-ways-to-bring-conference-back-to.html).

1. Blog live from the conference. Those who take notes will find this to be a better way to retain information and insights.
2. Conduct "brown bag" seminars for peers when you return.
3. Present a Webinar to your division, chapter or workplace.
4. Share the backchannel by archiving tweets, blog posts, videos, and slides.
5. After the conference, post a blog about your favorite session, complete with your own insights.
6. Host small group chats to extend your learning.
7. SlideShare it (not the audio, but the slides).

8. Schedule vendor demos of the best stuff you saw at the exhibits. Lots of free trial opportunities can come from this.
9. Call your favorite presenters and have a conversation or Q&A session.
10. Start a book club with books by authors you met or heard at the conference.

There's a lot of value in checking the comments on attendees' blogs or your division and chapter blogs and virtual newsletters. Also, you can follow presenters on SlideShare and some of the video streaming sites. Don't forget the conference Website, either.

Keeping notes and blogging and reporting about what you heard will help you internalize and use the knowledge you've gained. It will make you an active participant in the conference, not merely an audience member. It will also position you as a leader and lay the groundwork for you to return to future conferences. **SLA**

## Heading to SLA 2012?

1. Make sure your smartphone apps are up to date.
2. Make sure your iPad is updated, too.
3. It seems silly to note this, but charge your batteries fully every day.
4. Don't forget your recharging cords (many hotel front desks have a collection from which you can borrow).
5. Be a local hero and bring an extension cord/power bar to share power outlets.
6. Check out the conference Website to see if there are apps related to the conference.
7. Add the apps in this column to your smartphone. At the time of writing, they were all free.
8. Make sure you're on Twitter and know the conference hashtags and have your favorite app ready to fly. (For SLA 2012, the main conference hashtag is SLAChicago.)
9. If you can't attend SLA 2012, follow the conference hashtag.

Really, you don't get much more mobile than when you are at a conference. Here's an opportunity to play without committing to an everyday behavior.

See you in Chicago!

# Creating Networking-Friendly Meetings and Events

**Making people feel welcome requires attention to details and personal outreach by leaders and industry veterans.**

BY JILL STRAND, MLIS

A few months ago, when I asked SLA members to share suggestions for how to develop a positive approach to networking, I received many responses that also touched on networking events and what makes them successful (or not). Having received this feedback, it seemed like a good idea to focus this column on how best to organize unit meetings. Even if you're not currently responsible for putting together SLA events, these suggestions could come in handy later.

A good place to start might be to remember an event you felt wasn't very conducive to networking. What about it bothered you? Were there too many people you didn't know? Did no one offer a greeting beyond the check-in table? Was the music so loud you could barely hear yourself think, let alone hear someone else speak?

There are many details to consider when planning a networking event, but it is often the small things that determine how well it helps people make connections. Often the bigger issues—the speaker, cost, and timing—take up most of our energy, and we either forget or gloss over the smaller yet often more critical details such as room size and

seating arrangement.

**First impressions.** Think about your very first SLA meeting, whether it was a session at the annual conference or a local chapter event. If you were lucky, you may have known one or two people who could introduce you to others, include you in their conversations, and generally make you feel comfortable. Now, imagine you don't have that luxury.

Anything you can do to help new people feel truly welcome goes a long way. And while it can be nice to note new members publicly during the announcements, keep in mind that this may have the opposite effect you intend. Someone new is likely trying to fit in, not be singled out (or asked to literally “stand out”) in front of the whole group.

If you want to make sure that people take notice of, and reach out to, new folks, try something a bit more personal, such as pairing each newcomer with a “host” for the first part of the evening. The host should be someone from the newcomer's industry or a longtime member who is likely to know several attendees and can quickly and easily make introductions.

If you'd rather not be this formal, ask your board members to go out of their way to introduce themselves to two or three people at each event. I know this is hard—we all want to catch up with people we know or haven't seen in a while, particularly at the annual conference. Yet this type of outreach should be a part of every board member's mode of operation. Think about how it looks to a prospective new member to see a group of board members spending most of their time chatting only with one another.

It's certainly okay to connect with people you already know, but consider how you might include someone who isn't really a part of your group. When sharing an inside joke or story, maybe you could turn to the new person and say, “This was a funny/interesting/unusual situation. I'd be interested in hearing what you think about it later.” I've heard it said that the best host is someone whose primary goal is to do everything within his or her power to make people feel comfortable and included.

**Event structure and location.** Most good events allow plenty of time for networking before, during and afterward. It is important to stick to the schedule as best you can so that networking opportunities are maximized. People need time to arrive, store their coat, check in, get a beverage, and make themselves comfortable. Even if you specify a pre-event “registration and networking” time, it should be long enough (30 minutes minimum) to allow for the



**JILL STRAND** is director of the Information Resources Library at the law firm of Maslon Edelman Borman & Brand, LLP in Minneapolis. An SLA Fellow, she is currently chair of the SLA 2013 Conference Advisory Council and professional development chair for the SLA Legal Division. She previously served as chair of the SLA 2011 Nominating Committee, president of the SLA Minnesota Chapter, and chair of the Public Relations Advisory Council and was a member of the 2011 Conference Advisory Council. She can be reached at [jillstrand@gmail.com](mailto:jillstrand@gmail.com).

inevitable delays we all face when trying to get somewhere.

Try to go the extra mile to make it easier for folks to attend. A link to Google maps in the invitation will help attendees get directions, but if the event is being held in an unfamiliar or remote area or building, a more detailed map with directions and parking information will be appreciated. Many organizations and building owners that host events offer these materials, so if someone has offered to host, be sure to ask if you can get a link or PDF to post to your unit's Website.

**Room set-up.** Have you ever gone to hear a presentation and found yourself in a room with rows of tables and chairs facing the speaker? Unless there is a refreshment table or open space that allows people to gather, your networking opportunities are mostly limited to the people seated immediately around you. I don't mean to suggest that networking is solely about the number of people you meet, but if there isn't an opportunity to circulate, the event won't realize its full potential.

A better arrangement might be to have round or small group tables. Not only does this allow people to face those with whom they're trying to connect, it also makes it easier for attendees to circulate during breaks.

## Chapter Ideas

If SLA is anything, it is a never-ending source of creativity and enthusiasm. I've been to events that included everything from gift bags to "speed networking" to games in which attendees were given a list of interesting but little-known facts about the other attendees and asked to "match" each fact with an attendee. (The last one may sound a bit silly, but it is actually a great way to engage people. I'll always remember the name of the SLA member who has a big collection of bobble-head dolls and of another who takes in rescue dogs.)

Following are some interesting networking ideas from the North Carolina and Minnesota Chapters. If you're looking for more, be sure to check out the chapter and division idea banks on the

SLA wiki.

**North Carolina Chapter.** Past President Ann Stringfield recognized that the chapter's February meetings often encounter winter weather challenges, so rather than asking members to drive to a traditional state-wide meeting location, chapter leaders experimented by organizing regional "neighborhood networking" dinners.

hosts. Members gather for dinner or drinks while the host gets the conversation started. From there, anything goes.

Whether a salon draws 5 or 25 people, it can be a great way to facilitate networking among folks who may not have had a chance to chat at length otherwise. Past topics have ranged from best practices to the challenges of managing copyright policies, while books

**Networking isn't solely about the number of people you meet, but if there isn't an opportunity to circulate, the event won't realize its full potential.**

"Members who rarely or never attend traditional state-wide events are willing to drive shorter distances and meet many specialized librarians and library students who live in their vicinity," she says. "Here in Greensboro, several SLA members have hosted 'neighborhood networking' dinners as a potluck event in their homes. Sharing our own food and drink, not to mention swapping leftovers, makes networking easy for students and active professionals."

The dinners are casual—attendees receive "first name only" name tags at the door. If anyone looks the slightest bit shy or reserved, spouses step forward to engage them in non-library conversations.

Ann notes that 2012 marks the chapter's twelfth year of hosting "neighborhood networking" meetings in February. "It has been one of the easiest, most convenient, and successful events for getting to know people," she says.

**Minnesota Chapter.** Over the past few years, the Minnesota Chapter has hosted several "salon" events, each focusing on a current topic or book of interest. Chapter member Jennifer Hahs coordinates the salons by identifying topics and locations and recruiting

have ranged from *Book Lust* (Nancy Perl) to *This Book is Overdue: How Librarians and Cybrarians Can Save Us All* (Marilyn Johnson).

Whatever you decide to do to make your events more networking-friendly, be open to the process. Some things might work, some might not. But even if only a few people make some new connections, I'd call it a success. **SLA**

## TIPS FOR NETWORKING

By Qin Tang, MLS

When I think about networking, it's not so much about what to do—it's more about a state of mind, about being, about building trust and relationships. With this in mind, I would like to share 10 tips for networking.

### Be authentic

Be yourself. Be original. Be genuine. To be authentic means that your statements, actions, words, and deeds are aligned with your underlying character. You must be yourself, because if you are not, it will be obvious to others around you. So don't try to be someone else to impress others, or try to hide your true self. One way to be original and authentic is to tell personal stories that are unique to you.

### Be curious

Being curious and asking questions can increase your knowledge while also opening new doors and relationships. Take the initiative and engage people in conversations. When you show interest in people and ask them questions, they generally are happy to talk.

### Be approachable

Be approachable when other people take the initiative and start a conversation with you. Sometimes people will ask an ice-breaking question that might sound insensitive or mindless to you, but their intention is simply to engage you in conversation. Don't be offended by other people's questions or comments.

### Be present

Nothing is more valuable than your time, so give the gift of your presence in times of need. Be attentive and focused when you are with someone. Practice active listening. Pay attention to your body language. Use your cell-phone or other electronic devices only when there is an emergency.

### Be open

Share your genuine thoughts, feelings, successes, failures, joys, concerns, and fears with people. When you are willing to be vulnerable, you will open up hearts and possibilities and deepen friendships and relationships.

### Be humble

Nothing turns off a person more than someone who is arrogant. No one enjoys being around someone who knows it all or thinks he knows it all and likes to put others down. Everyone has unique talents, skills, and experiences to share.

### Be respectful

Being respectful is an integral part of being professional. Be respectful of other people and their time. Keep your promises and honor your commitments.

### Be mindful

People come in all sizes, shapes and colors, with different backgrounds, belief systems, values, opinions, and preferences. Be mindful of the differences. Don't judge others or make assumptions.

### Be positive

Everyone likes to be around people who are positive and emanate positive energy. Be a person who has a big smile, a kind word, a grateful heart, and a gentle spirit.

### Be appreciative

Always, always thank people for their service, their assistance, and their gifts. A thank-you note via e-mail is good; a hand-written note is even better. A thoughtful gift, no matter how big or small, can create a memorable impression and a lasting relationship. A small gift along with a hand-written note would be most impressive and greatly appreciated.

I want to end with a few personal experiences to illustrate my points. I have an inquisitive mind and like to ask questions. I enjoy talking to people and

getting to know them, even strangers. So I often initiate conversations, especially when I am around people very closely, such as sitting next to someone during a flight. In fact, a couple of the most interesting and deep conversations I have had with other people occurred on flights.

You never know whom you will meet or what you will learn. For example, a gentleman walked into the library recently to request a Wi-Fi password. When I learned that his last name is Coleman, I asked whether he was related to the prominent Coleman family in St. Paul (Nick Coleman, Sr. was a state senator, Chris Coleman is currently the mayor of St. Paul, Nick Coleman is a well-known newspaper columnist, and Pat Coleman is a curator and librarian with whom I would be meeting the following week for work-related reasons). To my amazement, he said, "Yes, I am." He was Emmett Coleman, a vice president at Comcast. I felt connected instantly, and we had an interesting conversation.

Recently, three librarians from the Donaldson Company in Bloomington, Minnesota, visited our library, which had just received an award for a remodeling project. The Donaldson librarians wanted to learn about our experience, and they received a warm welcome along with a library tour.

A few days later, our library staff was surprised by the delivery of milk and freshly baked chocolate cookies—a thank-you gift from the librarians at Donaldson. This experience has certainly created a special bond between the two libraries.

*Qin Tang is a technical services librarian at the Minnesota Department of Transportation. She can be reached at [qin.tang@state.mn.us](mailto:qin.tang@state.mn.us).*







# Headline

Deck

BY AUTHOR

**AUTHOR** bio

## INDUSTRY EVENTS

## JULY 2012

**LMI Summer Conference**  
Library Management Institute  
Philadelphia, Pa., USA  
9-10

## SLA 2012

**Annual Conference & INFO-EXPO**  
Special Libraries Association  
Chicago, Ill., USA  
15-18

## AALL 2012

**Annual Conference**  
American Association of Law  
Libraries  
Boston, Mass., USA  
21-24

## AUGUST 2012

## BlogHer '12

**Annual Conference**  
BlogHer Publishing Network  
New York, N.Y., USA  
2-4

## IFLA 2012

**Annual Conference**  
International Federation of Library  
Associations & Institutions  
Helsinki, Finland  
11-17

## SEPTEMBER 2012

**The Risk and Reward Conference**  
R-Squared  
Telluride, Colo., USA  
10-12

## JCLC 2012

**Joint Conference of Librarians of Color**  
Kansas City, Mo., USA  
19-23

## ARMA 2012

**Annual Conference and Expo**  
Association of Records Managers and  
Administrators  
Chicago, Ill., USA  
23-25

## OCTOBER 2012

## emtacl12

**Emerging Technologies in  
Academic Libraries**  
Norwegian University of Science  
and Technology  
Trondheim, Norway  
1-3

## KMWorld 2012

Information Today  
Washington, D.C., USA  
17-19

## Internet Librarian 2012

Information Today  
Monterey, Calif., USA  
22-24

## Internet Librarian International

Information Today  
London, United Kingdom  
30-31



## LEADERSHIP WEBINARS

SLA offers training opportunities for current leaders in a number of chapter and division program areas. These trainings are also a good resource when encouraging someone to assume a leadership role in your chapter or division.

**Strategies for Attracting New Members**

Explore strategies for attracting new members, including recruitment incentives for existing members, outreach to library schools, and orientation nights.

*Date:* 14 June 2012

*Time:* 2:00 p.m. - 2:30 p.m. Eastern time

*Presenters:*

Deb Hunt, SLA president-elect and principal at Information Edge  
Geraldine Clement-Stoneham, knowledge and information manager at MRC  
Paula Diaz, SLA membership director

**Strategies for a Richer Member Experience**

Increase retention in your unit using the strategies presented in this Webinar.

*Date:* 20 September 2012

*Time:* 2:00 p.m. - 2:30 p.m. Eastern time

*Presenters:*

Liz Blankson-Hemans, SLA past chapter cabinet chair  
Mary Ellen Bates, SLA past division cabinet chair and president of Bates  
Information Service

**Partnering for Program Content**

Program planners will learn tips for discovering good content, not "going it alone," sharing the wealth after the event, and creating valuable conference sessions.

*Date:* 18 October 2012

*Time:* 2:00 p.m. - 2:30 p.m. Eastern time

*Presenters:*

Linda Broussard, SLA chief financial officer  
Carolyn Sosnowski, SLA director of education and information services

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